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"He fixed thee 'mid this dance  
Of plastic circumstance"

are Browning lines for an opening text. How "plastic" is circumstances and how "fixed" are we in the dance? We shall await with real interest the completion of this work.

JOHN GRAHAM BROOKS.

NEW BOOKS

ADAMS, H. C. *Description of industry. An introduction to economics.* (New York: Holt. 1918. Pp. x, 270. \$1.25.)

The growing introduction of economics into the curricula of high, vocational, and other secondary schools necessitates suitable textbooks. College and university professors have found it difficult, when importuned by their former students who were called upon to teach the subject to younger pupils, to name a suitable book. To those of the high school age certain subjects may be taught quite fully while others become too difficult if carried beyond an elementary treatment. Reality, concreteness, freshness are most desirable; and it is unfortunately true that many who are compelled to teach the subject have had only very inadequate training themselves. Too many books prepared for this field have been mere abridgments of large treatises and the process of condensation has squeezed out what little juiciness the original may have had so that it has become the driest of emergency rations which the teacher has not the wherewithal to freshen and make appetizing. It is still a moot question what topics should be taught in secondary schools, in what proportions and by what methods. If some economist, skilled and experienced in teaching, openminded and adjustable, would devote a few years to high school teaching of economics, his deductions and conclusions should be valuable to democratic citizenship, for it is desirable that the great numbers of citizens who vote upon economic policies should have at least an elementary knowledge of economic experience and principle. Professor Adams' little volume seems to the reviewer by far the best attempt yet made to meet the needs of secondary schools. There is little use of technical terms; the order of treatment varies from the customary in a pleasing way; the style is in the main fresh and interesting; and there is more attention paid to the legal framework of industrial society than is customary. "The essential and enduring principles of the science are fully recognized." Until more successful inductive methods have been developed, didactic teaching of economics must prevail and this volume is a most promising attempt to supply the need.

HERBERT E. MILLS.

AYRES, CLARENCE EDWIN. *The nature of the relationship between ethics and economics.* (Chicago: Univ. Chicago Press. 1918. Pp. 58.)

The central idea of this book is contained in the statement that "the problem of economics is to contribute its study of industrial society to the solution of the problem of living." The individualistic

conception of ethics has given place to social ethics, and as such its relationship to economics is necessarily close. The study is somewhat disappointing in that the real thesis is only suggested in the last few pages after a long discussion of economic and ethical theory.

G. L. ARNER.

BENJAMIN, E. B. *The larger liberalism. Outlines of a social philosophy for the United States of America.* (Cambridge, Mass.: University Press. 1918. Pp. vi, 199.)

That liberalism for at least a quarter of a century has been treading a steeper and thornier path is one of the commonplaces of publicists. That the war has left it apparently shattered and very helpless is no less obvious. Yet everywhere are the faithful who defend it and look forward to its revival.

The present rather slight study admits the embarrassment and failings of traditional politician liberalism but looks to its "larger" expression. The author finds both reformer and his suggested specifics very faulty, for life is "dominated by the two essential non-idealistic elements, struggle and scarcity. The consequences of this condition must be faced without flinching: we perceive reform to be possible; revolution, not improbable but impossible. The conclusions arrived at are that effective reform must aim at the elimination of anti-social struggle and at the overcoming of the fundamental scarcity."

If there is any other available wisdom to meet this difficulty, we may look for utopian results. "Some day there shall come to this earth such a race of men and women as we all dream of: kind, efficient, astute, beautiful in every case with the grace and dignity of well-meaning."

Two or three properly doctored Germans have written about an "intermediate sex." The name Urnings or Uranians has been given to this "Zwischen Ding." It may be unfair to class the author of *The Larger Liberalism* with these investigators. Yet when his super-race has been reached, "men will be men and yet part women; women will be women and yet part men. Maternity will be introduced into the state, the home and the workshop." The main body of the book contains some excellent material. In five chapters, (1) The Indictment of the Existing Order, (2) Suggested Remedial Orders, (3) A Critique of the Indictment, (4) Criticism of the Theories of Social Reform, (5) The Revolution at Hand, the author deals critically and sometimes acutely with his topic. The chapter on anarchism, socialism, syndicalism, guild socialism and the English labor program shows much careful study.

We are told in the introduction: "It is the fortune of the author, in contrast, to be a business man, one of the new generation of American employers. In his college days a keen student of distributive justice, the author has maintained an intense interest in the subject on leaving his university for the place awaiting him in industry. To the author, as to a growing number of other business men, his vocation has meant from the beginning something more than mere

money-getting—meant in fact something very much akin to a profession in the best sense of the term.”

JOHN GRAHAM BROOKS.

BENNION, M. *Citizenship. An introduction to social ethics.* (Yonkers, N. Y.: Wld. Bk. Co. 1917. Pp. xviii, 181. \$1.)

This book is designed for classes in social ethics in the last year of high school or the first year of college. It considers practically all important problems of citizenship—economic, political, educational, those of the family and of internationalism. Among its thirty-five chapters are: The Meaning of Civilization, The Nature of Justice, Our Literary Inheritance, The Conservation of Natural Resources. In chapters of about four small pages each are discussed Public Ownership or Regulation of Public Utilities, Principles of Taxation, Business Organizations, Social Institutions—Family, Church, State. The treatment is necessarily sketchy and *ex cathedra*. There are excellent and suggestive questions to accompany each chapter. That there is great need of instruction in problems of citizenship which shall not simply give information about political forms but provoke thought in relation to socio-ethical obligations is beyond question. In the hands of one who like the author is not only a skilled teacher but well trained in the social sciences, this book would serve as an excellent introduction. But there are few high school teachers who are prepared even with it as a guide to discuss at all intelligently these profoundest and ultimate problems of human relationship. No references or suggested readings are given although these would seem absolutely necessary to the use of the book both by teacher and pupil. Perhaps the best judgment of the book is that contained in Professor Snedden's introduction when he says that it is “both a favorable symptom and a promising augury,” and that it is necessarily a pioneering work of its kind and that long experience and exploration will be required before finished results can be expected.

HERBERT E. MILLS.

BROWN, H. G. *The theory of earned and unearned incomes. A study of the economic laws of distribution with some of their applications to social policy.* (Columbia, Mo.: Missouri Bk. Co. 1918. Pp. xi, 258.)

CHAPMAN, S. J. *Outlines of political economy.* Third edition, revised and enlarged. (New York: Longmans. 1917. Pp. xvi, 463. \$1.75.)

Although this third edition has involved a “resetting of the type,” it is substantially the same book as the first edition except for the brief sketch of the Development of Political Economy which seems to have been added to the second edition. Some ten pages discussing problems growing out of the war have been inserted. The unpleasant use of the first person has been notably decreased. Otherwise there seems no reason to modify the judgment passed upon this book on pages 323-325 of volume two of this REVIEW.

H. E. M.

CLAY, H. *Economics. An introduction for the general reader.*

American edition, revised by E. E. AGGER. (New York: Macmillan. 1918. Pp. xviii, 456. \$2.)

To be reviewed.

COOLEY, C. H. *Social process*. (New York: Scribners. 1918. Pp. vi, 430. \$2.)

To be reviewed.

FOLWELL, W. W. *Economic addresses*. University of Minnesota, current problems, no. 9. (Minneapolis: Univ. Minn. 1918. Pp. 99. 50c.)

Contains addresses on ethics of business, trusts, single tax, socialism true and false, and the new economics.

HAYES, E. C. *Introduction to the study of sociology*. (New York: Appleton. 1918. Pp. xviii, 717. \$2.50.)

HECHT, J. S. *A challenge to economists*. (London: King. 1918. Pp. 44.)

In this discussion of the theory of value it is contended that the basis of all value is the utility of necessities of life. Aside from basic "intrinsic value" there is an exchange value due to the desire for luxuries. The difference between intrinsic value and exchange value is the "demand value." The author argues for a protective tariff in order that the country may be able to produce commodities of high "intrinsic value."

G. L. A.

MACKENZIE, J. S. *Outlines of social philosophy*. No. 52 in the series of monographs by writers connected with the London School of Economics and Political Science. (London: Allen & Unwin. 1918. Pp. 280. 10s. 6d.)

O'HARA, F. *Introduction to economics*. (New York: Macmillan. 1916. Pp. vii, 259. \$1.)

This is an admirable introduction along traditional lines. It presents the fundamental principles in clear, concrete style. By confining his treatment to elementary theory almost entirely and by careful elimination of more advanced points, the author has been able to give essentials in a very moderate amount of space. The book is for a brief condensation unusually readable. The general point of view is conservative and Marshall, Taussig, Seager, and Seligman are the constant authorities. The questions at the end of each chapter are confined to the text and they, as well as the subject-matter, seem intended to secure in the student knowledge of economic principles rather than to encourage independent thinking.

HERBERT E. MILLS.

SMITH, W. S. *Economics, a textbook for the use of high schools, colleges and universities*. (Boston: Roxburgh Pub. Co. 1918. Pp. 213. \$1.50.)

WATT, L. *Elements of economics*. (London: Catholic Social Guild. 1918. Pp. 48. 3d.)